

‘Global Human Resource Development’ and Japanese University Education: ‘Localism’ in Actor Discussions*

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The aim of this paper is to analyse the actions of various actors involved in ‘global human resource development’ and to clarify whether discussions on global human resources are based on local perspectives.

The results of the analysis are as follows: 1) after the year 2000 began, industry started discussions on global human resources in the context of training employees to work overseas, 2) the discussion moved to universities by the late 2000s, 3) MEXT led the universities through competitive funding, 4) large universities put emphasis on study abroad programmes and English language education, and 5) smaller universities also reorganised their faculties and departments focusing on global as the key. These discussions are local and closed ones in terms of time and space.

Keywords: globalization; Global Human Resource Development; business-government-academic alliance; university education; competitive budget

Introduction

The aim of the present paper is to analyse the actions of various actors and the contents of measures pertaining to higher education policies surrounding ‘global human resource development.’ Furthermore, it aims to clarify how such discussions are based on local perspectives, and to examine the influence of such policy discussions on universities.

Yoshida (2012) has already argued that the financial world, the Ministry of Economics,

* This article was originally published, in Japanese, in *The Japanese Journal of Educational Research* Vol. 81, No.2, 2014. The author takes full responsibility for the wording of this paper.

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Trade, and Industry (METI) and Ministry of Education, Culture, Sports, Science, and Technology (MEXT) started to take a similar stance on higher education policies using the term ‘globalization’ after the 2000s began. This study examines how discussions related to global human resources in companies changed to the ‘cultivation’ of global human resources, and the process of how that became an issue of universities. In addition to the three actors Yoshida (ibid.) mentioned above, another actor, the mass media, is included as the target of analysis in this paper. Newspapers are selected as the fourth actor. Newspapers report policy trends as facts, but these reports have to take into consideration the degree of readers’ understanding and reception. It is necessary to keep in mind what has been selected as facts.

‘Globalization’ has been used to describe several aspects of world history. In recent years, however, the term began to be used in the Japanese language to indicate global economic activities from the 1990s onward. Compared to that, the appearance of the expression ‘global human resource’ is new, and its origin was not in the English language. As is explained later in this paper, attempts to define the term and reach a common understanding of what it means were carried out by participants of government conferences held during 2010 to 2011 to cultivate global human resources.

Is ‘global human resource’ a term which is not based on reality? That may not necessarily be true. In the field of labour economics and business administration, it is used as a general term indicating a new type of employee who is hired by a Japanese company as its business expands overseas, and an employee who is different from traditional types of employees. The use of the term in this context has been researched from various perspectives (e.g. Special Issue ‘Global Management and Human Resource Development’ in June 2012 in *Japanese Journal of Labour Studies*, Fukagawa, 2013). Attributions of ‘global human resources’ here are diverse, and they can include Japanese people employed in Japan and sent overseas, Japanese people or foreigners hired overseas, and foreign students hired in Japan. How should such diverse employees be treated and cultivated? A discussion on ‘global human resource development’ starts when a reconsideration of the human resource development systems in companies is called for. That is, both global human resources and their cultivation used to be closed and in-house business management issues.

Why, then, have they become issues of higher education? In the following section, a bird’s-eye view of the discussions surrounding global human resources is provided based on analyses of newspaper articles in section two, policy trends of financial circles and METI in section three, policy trends of MEXT in section four, and trends among universities coping with such policies in sections five and six. A summary is provided in section seven.

A Bird’s-Eye View Surrounding Global Human Resources: Using Newspaper Reports as the Key

To understand the spread of the term ‘global human resources,’ Table 1 examines the change in the number of articles using the term in the Nikkei morning newspaper, which is searched using *Nikkei Telecom 21* and ‘global human resources’ as a keyword¹.

The term first appeared in an article in 1999, which is not too long ago. In the 2000s, there were only around five articles annually, and ‘global human resources’ was not a term that featured prominently in the mass media. After 2010, the number of the articles with the

term increased rapidly, and the number of articles related to universities also increased.

Why did the term ‘global human resources’ start to appear so frequently in the 2010s, and why was it discussed in relation to universities? One reason is that special issues of newspapers (ones written in “ ” in the column of ‘Special issues/opinions related to universities and global human resources’) related to universities and global human resources came out in 2012 and 2013. These special issues pertaining to universities were announced in the newspaper multiple times in both years, and this indicates a change in the editing policy of the newspaper. There was a notice about renewal of the newspaper on April 25, 2012 (morning paper, p. 1) as the following: from May 14, 2012, two pages would be newly established for university topics, and a total of four pages would be used through Monday, Tuesday, and Thursday to provide information useful for university reform, job hunting, cultivation, and employment of global human resources (emphasis added, same below). This change was in keeping with marketing strategy and anticipated future demand for such articles. This shows how the mass media quickly caught on to the trend of discussions on global human resources in relation to universities and how they amplified these discussions.

Table 1 Frequency of articles related to ‘global human resources’ in the Nikkei

Year	Global human resources	Of those, articles related to universities	Special issues/opinions related to universities and global human resources	Main topics of newspaper articles related to universities	Main topics of newspaper articles related to industry and government
1999	2	0			
2000	0	0			
2001	0	0			
2002	3	0			
2003	2	0			
2004	2	0			
2005	0	0			
2006	2	1		Establishment of Faculty of Global Studies, Tama University	
2007	3	0			
2008	4	0			
2009	6	0			
2010	32	4 (12.5%)*			Strategies for new growth, Abolition of G30 due to budget screening
2011	60	14 (23.3%)	‘Changing recruitment’**, Difference in motivation between Japanese and foreign students	Students’ study abroad promotion strategies, Autumn admission	Industry-Academia Collaborative Roundtable Conference on Human Resources Development, Study abroad promotion policy, Budget related to global human resources

2012	147	61 (41.5%)	‘Considering autumn admission,’ ‘Opening Universities,’ ‘Conditions to compete in the world,’ ‘Real images of internationalization,’ Hoping for global human resource development	Promotion of students entering overseas universities, Autumn admission, Reform of entrance examination methods	Council for industrial technology, University human resource development core-centres
2013	178	75 (42.1%)	‘Will entrance examinations change?,’ ‘Opening universities,’ ‘Special issue on university study abroad,’ ‘University reform symposium,’ ‘Can universities change?,’ Ways of human resource development at the university, Ways of reform in the university	Scholarship to study abroad, Increasing foreign faculty members, Human resource development through university education reform, Autumn admission, TOEFL for entrance examinations	Strategies for new growth, Industry-Academia Collaborative Roundtable Conference on Human Resources Development, University Human Resource Development Core-centres, Council for Revitalization of Education, Education budget

Source: The subject is the Nikkei morning paper in *Nikkei Telecon 21*. Searched all periods, and articles found after 1999 are listed with the keyword ‘global human resources.’

*: (%) of ‘Of those, articles related to universities’ in the table indicates the percentage of the number of ‘Of those, articles related to universities’ out of the number of articles ‘global human resources’ of the year concerned.

** : ‘ ’ are article titles of special series issues related to universities and global human resources.

The article about global human resources that first appeared in the Nikkei was about how Toyota Motor Corporation had built a central control system that cultivated global human resources as future managerial staff by dividing employees around the world into global and local human resources (December 8, 1999, morning paper, p. 12). This change was intended to cultivate human resources based on the assumption that growth would be limited when managed only by Japanese people. The aforementioned researches about labour economics and business administration also examined such changes. After the 2000s began, articles that occasionally appear are small ones about personnel changes within companies, and around this time, companies started to establish a section such as “global human resource development.” Furthermore, prior to the inclusion of universities in the discussion of global human resource development, the contents of newspaper articles focused on changes in employment methods and training given by companies to employees when expanding their business overseas.

These new issues of human resource development by companies were adopted as government policy, thus changing them from in-house issues to more broad issues pertaining to universities. This is observed, for example, in a summary of the government’s ‘new strategies for growth’ (June 17, 2010, morning paper, p. 5) and in an article on the establishment of ‘Industry-Academia Collaborative Roundtable Conference on Human Resources Development’ (July 22, 2010, morning paper, p. 38).

On the New Year of 2011, there was a series of five editorials called ‘Opening the country, opening paths,’ and the second article was entitled ‘More people who can globally play an active part.’ In the article, it was stressed that universities should take on the role of cultivating global human resources, promoting study abroad, and increasing the number of

foreign faculty members. Moreover, university reorganization and differentiation of roles were pointed out as necessary to attain conditions such as the following: 'the role of school education is essential in order to open up the awareness of young people to the outside world, and to cultivate human resources who could participate actively in the world. It is vital to accelerate the internationalization of undergraduate and graduate schools in order to meet needs in business' (January 3, 2011, morning paper, p. 2). This is a clear message that indicates the stance of the newspaper.

In special issues on universities from 2012 onward, the tone of argument becomes stronger. Cultivation of global human resources is not deemed possible unless universities reform their systems and organizations on their own. For example, in the special issue 'Opening universities,' the second section 'Conditions for competing in the world,' the third section 'The real image of internationalization,' and the fourth section 'Sinking graduate school' presented issues of how Japanese universities could rank with universities in the world (traditional Western universities on the one hand and newly emerged Asian universities on the other). The need for education reform in universities to achieve global competitiveness was stressed in the special issue 'Can universities change?' in 2013.

Thus far, the condition in universities was not well known except to the people concerned with the universities. However, these special issues about universities played a role in showing the broader society what was happening inside the universities. However, what is worrisome in the contents of the issues is that they treat two different problems in parallel, and class them as both reform problems. One problem was a local structural problem such as universities not being able to get a fixed number of students because of the decrease in the number of children and students' academic problems caused by the relaxation of criteria for entrance exam. The other was a problem of global human resource development requested from outside universities for the activation of Japanese businesses. The tendency to simply argue that overcoming local issues is the path to resolve global issues is evidence that globalization is being viewed from only a local perspective.

From Corporations to Society and from Society to a Nation: Trends of Economic Organizations and METI

Requests from industry to cultivate human resources in universities started in the 1990s, and this became a global human resources issue by the 2000s. In reports by two economic organizations, the Japan Business Federation (Keidanren) and Japan Association of Corporate Executives (Doyukai), there are repeated discussions that leaders are needed who can have heated arguments in an international forum, and who can lead in the growing areas that are necessary for Japanese businesses to become globally competitive. The cultivation of such leaders is demanded from universities.

The first feature in such discussions is that human resources necessary for business management are viewed as human resources needed in society, and then the discussions develop to that such human resource cultivation is universities' issues. The logic of corporations is switched to the logic of society.

The industrial world defines global human resources as 'Japanese or foreign human resources (hired by the main office) who take on tasks to globalize business activities of Japa-

nese corporations and those who actively participate in global business' (Keidanren, 2011).

However, regarding the cultivation of global human resources, one can observe the development of argument from companies to society, and from society to the university, as in the following quote:

It is necessary to strengthen further to grapple with the cultivation of human resources so that every citizen displays their ability to the full, and contributes to the maintenance and enhancement for the vigour of economic society as excellent human resources with high quality. (Keidanren, 2000)

In the near future, there is fear that the number of youths who do not even possess basic ability to make a living would increase, the foundation of the power of human resources that has supported our economy and society until today will collapse, and shake the basis of the state. (ibid., 2004)

Due to a more relaxed education in primary and secondary education, deterioration in the quality of university students in the era of free college admissions, inward-orientation that is spreading among young people, there is a separation between global human resources that the industrial world demands and those universities cultivate in the present condition. Resolving such a separation, and developing and utilising global human resources are issues of society as a whole. While businesses, universities, and the government perform their own roles, it is demanded that they mutually collaborate and tackle the problems strategically. (ibid., 2011)

Doyukai agrees with the above and reports, 'now that we have achieved national goals such as economic recovery and growth and caught up to Western countries, it is time to find solutions through tackling the challenges of globalization in the 21st century and the construct a vigorous society (Doyukai, 2007).'

Second, although the relationship is like the two sides of the same coin, issues of human resource development in companies are actually not talked about much. Taking the suggestions of Keidaren (2013) as an example, four items are enumerated as the things that are demanded from companies: '1 diversification of employment activity,' '2 strengthening of capabilities that correspond with the globalization of employees,' '3 global standardization of a personnel and evaluation system,' '4 encouragement of employees to study again by entering graduate school, etc.' For '2 strengthening of capabilities that correspond with the globalization of employees,' Keidanren (2013) only suggests sending Japanese people to emerging countries for training at an early stage. Instead, Keidanren says that 'to cultivate global human resources, it is necessary for companies to strengthen training and education for their new employees by themselves. However, the roles that university education should perform on the cultivation of human resources are extremely big at present when the university entrance rate exceeds fifty per cent in our country. While clarifying roles that industry, government, and academia should carry out, it is essential to work mutually and collaboratively toward the development of global human resources' (2011), and the role of universities is emphasised. Is a formerly proud in-house training system useless to deal with new problems regarding cultivating global human resources?

Third, for universities to develop global human resources, I would like to point out that the reform of university education and systems is needed first. One reason for this is that

Table 2 Meetings and reports regarding government’s global human resource development

Year Month	METI	MEXT	Democratic Party of Japan
2007.1	Industry-Academia Partnership for Human Resource Development		
2009.8	<i>Directions for Future Efforts</i>		
2009.11	Global Human Resource Development Committee, Industry-Academia Partnership for Human Resource Development		
2010.4	<i>Global Human Resource Development through Industry-Academia-Government *</i>		
2010.12		The Committee of Promotion of Developing Global Human Resources by the Industry-Academia Cooperation	
2011.4		<i>The Strategy for Developing Global Human Resources by the Industry-Academia-Government Cooperation</i>	
2011.5			The Council on Promotion of Human Resource for Globalization Development
2011.6			<i>An Interim Report of The Council on Promotion of Human Resource for Globalization Development (METI)*</i>
2011.7	Industry-Academia Collaborative Roundtable Conference on Human Resources Development		
2012.5	<i>Summary of an Action Plan of Industry-Academia Collaborative Roundtable Conference on Human Resources Development</i>		

* A definition of “global human resource” is given.

Note: Projects of METI are in collaboration with MEXT.

there is distrust toward education systems: ‘In actual education settings, ... on the whole, not enough sense of the crisis that society feels is being conveyed, and among faculty members there is no motivation that makes them aim toward reform’ (Keidanren *ibid.*, 2004). Doyukai (2007) states that ‘Overall, university reform is only the beginning, and regardless of national, public, and private universities, further radical reforms are demanded in aspects such as university organization and management customs, and awareness of faculty members. Furthermore, the reports continue, ‘Now, we need to carry out drastic educational reforms from the point of cultivating human resources who would carry out innovation’ (*ibid.*), and ‘to es-

establish an education and human resource development system that is ‘compounded’ and ‘multiple-tracking’ suitable for a new economic social system. It is necessary for individuals to display their ability to the full, and be able to achieve their own goals’ (ibid., 2011). Educational reform is being positioned as a means for global human resource development.

From the point of view of businesses that are exposed to economic competition, the educational institutions that they tried to entrust human resource development to are viewed as obsolete and unchanged organizations. Extremely angry feelings are seen.

Global human resource development as a national project started with the establishment of the Industry-Academia Partnership for Human Resource Development led by METI in 2007 in collaboration with MEXT (Table 2). Problems of human resource development were clarified through industry-academia collaboration, and the details were decided at nine sub-committees of different types and areas. Finally, by 2009, a report called *Directions for Future Efforts* was published. Two points were raised as future problems that were common to all areas. One of them was the ‘cultivation of human resources from a global perspective’ (the Industry-Academia Partnership for Human Resource Development, 2009). It pointed out a problem that ‘in addition to the fact that English proficiency of Japanese people is at a low level when compared globally, there is a decrease in the rate of people in their twenties’ going abroad.’ To resolve such problems, it was reported that ‘‘global human resources’ that meet the needs of society should be cultivated through industry-academia collaboration’ (ibid.). The two problems of the lack of English proficiency and inward-orientation are, as described subsequently in this paper, issues of university education.

Based on the suggestions of the Industry-Academia Partnership for Human Resource Development, the Global Human Resource Development Committee was established in 2009 to cultivate global human resources through industry-academia collaboration, and it began to examine the potential of such human resources.

In the report *Global Human Resource Development through Industry-Academia-Government* (Global Human Resource Development Committee, 2010) published in April 2010, ‘global human resource’ is firstly defined as follows: 1. ‘possessing basic skills as a working member of society’; 2. ‘having communication skills in foreign languages (English)’; and 3. ‘holding understanding toward different cultures and ability to use that knowledge’. The role of universities is emphasized and the ‘development of ‘global human resources’ is considered an issue of Japanese society as a whole. It is necessary to cultivate these resources in society as a whole by utilizing the resources (people, materials, money) of not only school education but also industry, academia, and government to the full. It is especially vital for universities to make the cultivation substantial as universities are institutions closely connected to society’ (ibid.). To universities, the promotion of Japanese students studying abroad is requested by ‘the government providing support through competitive funding, and the industrial world supports it strongly’ (ibid.). Japanese universities themselves becoming global, accepting foreign faculty members, overseas students, and Japanese with overseas experiences, and increasing the number of classes taught in English are called for as a means for the cultivation for global human resources.

In this way, a structure arises where the cultivation of human resources that companies demand becomes the role of universities with the support of industry and government. At the Industry-Academia Collaborative Roundtable Conference on Human Resources Development

established in July 2011, it was stated that 'participating businesses and universities should steadily push to promote human resource cultivation, and whole industry and academia should collaboratively engage in the cultivation of human resources' (Industry-Academia Collaborative Roundtable Conference on Human Resources Development, 2012).

Cultivation of 'Global Human Resource' through Competitive Funding: MEXT's Intermediary Policy

MEXT takes on specific projects for universities' cultivation of global human resources. The Committee of Promotion of Developing Global Human Resources by the Industry-Academia Cooperation was established inside MEXT in December 2010 after the report from Global Human Resource Development Committee in the METI was submitted in April 2010. A few months later the MEXT Committee published the report entitled in *the Strategy for Developing Global Human Resources by the Industry-Academia-Government Cooperation* in April 2011. The contents are similar to those of the Global Human Resource Development Committee². Based on the understanding that Japanese youths are inward-oriented, in order to direct the interest of youths overseas, studying abroad is also recommended here: 'After universities themselves become open to the world, it is necessary to improve a system of allowing Japanese students to study abroad and admitting foreign students' (ibid.).

Additionally, it is stated that, 'the government has taken various measures such as the Project for Establishing Core Universities for Internationalization (Global 30) in the past to promote internationalization of universities. Unfortunately, however, the overall image of internationalization strategies for higher education is unclear, and the place of individual projects in the overall strategies is vague. It is true that this is leading to negative views related to the significance and effects of individual measures. In the future, after promptly clarifying the overall image of strategies for global human resource development, while confirming the position of individual measures, reconsideration should be implemented that elicits the effects to the full' (ibid.). This was an attempt to revive 'Global 30' after it went through a budget cut in 2009, and was abolished in 2010 as a result of budget screening adopted by the Democratic Party administration. A project as a pressing national issue was emphasized: 'As the project will be tackled at all levels of society, while improving the environment for a smooth collaboration of industry-academia-government, universities' progressive engagement is supported and its effects are contributed nationwide' (ibid.).

This seems to contradict the treatment of 'Global 30,' but the Democratic Party administration itself established the Council on the Realization of the New Growth Strategy in September 2010, and placed within it the Council on Promotion of Human Resource for Globalization Development in May 2011. This council stated that 'we aim at the cultivation of global human resources who would support the growth of our nation, and development of structure where such human resources are utilised,' and its members included the Chief Cabinet Secretary as the chair, and each minister from the Foreign Affairs, MEXT, Health, Labour and Welfare, METI, and State for National Policy.

In June, *An Interim Report of The Council on Promotion of Human Resource for Globalization Development* was submitted, and based on the definition of global human resources given by the Global Human Resource Development Committee in 2010, 'global human re-

Table 3 Changes in the budget for ‘Internationalization of universities and promotion of students’ interactive exchange for the cultivation of global human resources’ (hundred million yen)

FY	Strengthening of the global development of university education			Promotion of exchange with international students at universities, etc.	Total
	‘Project for Promotion of Global Human Resource Development’	‘Re-Inventing Japan Project’	‘Project for Establishing University Network for Internationalization’		
2011	-	22 (26 cases)	29 (13 cases)	342	394
2012	50 (40 cases)	27 (41 cases)	26 (13 cases)	342	445
2013	45 (42 cases)	28 (55 cases)	23 (13 cases)	335	432
2014	99 (72 cases)*	28 (64 cases)	-	355	482

* From FY2014, the title changed to “Top Global Universities, etc.”

Source: MEXT (2011-2014) “List of Announced Documents on Budget (Proposal),” “Higher Education Bureau Main Item”

source’ was redefined as people with the following three elements: I. Linguistic and communication skills; II. Self-direction and positiveness, a spirit for challenge, cooperativeness and flexibility, a sense of responsibility and mission; III. Understanding of other cultures and a sense of identity as a Japanese. Linguistic skill was the top element here, and multiple issues for the acquisition of English ability occupied the majority of the report. Later, this definition was utilized for ‘global human resource’ in the projects developed by MEXT.

If it becomes a project tackled at all levels of society, it will help MEXT acquire competitive funding related to higher education. Let us examine this from the changes in the budget for the items of MEXT Higher Education Bureau’s ‘Internationalization of universities and promotion of students’ interactive exchange for the cultivation of global human resources’ shown in Table 3. The ‘Project for Establishing University Network for Internationalization’ is the ‘Global 30,’ which aimed to provide educational programmes for foreign students, but was abolished in FY 2013. Further, the ‘Promotion of exchange with international students at the universities, etc.’ is a project that mainly focused on accepting foreign students based on ‘A Plan for 300,000 Exchange Students³.’

Compared to the two projects that targeted students from overseas, the ‘Re-Inventing Japan Project’ and ‘Project for Promotion of Global Human Resource Development’ are new projects that aim to send Japanese students to study abroad. The ‘Re-Inventing Japan Project’ supports the formation of exchange core centres for students through Japanese and overseas university collaboration. The ‘Project for Promotion of Global Human Resource Development’ is an educational project that aims to cultivate ‘global human resources,’ and its support continues for five years.⁴ These are the two main projects for the development of global human resources at the university level.

The total budget of the four projects increased to 9,000 million yen from FY2011 to FY2014, and they occupied 60 per cent of the competitive funding related to higher education. The cost for one project was also large in FY 2014. Prioritizing the focus of the investment is one general way of distributing competitive funding, but the investment amount related to global human resource development is large.

Standardization of Education: Top University Measures

What sorts of universities were viewed as being able to meet such expectations? A total of 152 applications were submitted for FY 2012’s ‘Project for Promotion of Global Human Resource Development.’ It was a rigorous competition with 40 universities being accepted, or an acceptance rate of 26%. Selected universities were 17 national, 4 public, and 21 private, and large-scale traditional universities⁵.

What criteria were employed for the selection of the universities? By examining application guidelines, screening guidelines, and screening criteria⁶, one finds that this project showed a clear direction about the ways to cultivate global human resources based on a clear image of what constitutes global human resources. Following that direction, detailed screening criteria were created.

Global human resources are people possessing the three elements mentioned in *An Interim Report of The Council on Promotion of Human Resource for Globalization Development*. Whether or not global human resources are cultivated is judged by indicating beforehand the level of skills that should be acquired by the time of graduation or completion of a programme, and then by measuring that level of attainment. There are two types of indices that should be measured. The first index is foreign language ability. Specifically, it is necessary to indicate the foreign language ability by giving a numerical target through (1) the number of students expected to reach the targeted score in objective tests such as the TOEFL test, and (2) the number of students studying overseas. Another index is ability other than foreign languages that is necessary for global human resources. A targeted value of this should also be indicated quantitatively or qualitatively. In the application form, there is a section to fill regarding the number of students expected to reach the targeted score of those abilities.

Furthermore, not as screening criteria but as perspectives employed in screening, even the direction for screening applicants is pointed out as follows:

1. Whether scores of tests such as the TOEFL test are actively utilized in entrance examinations
2. To adequately evaluate experiences of study abroad and overseas applicants in entrance examinations.

There are aims in these projects for competitive funding, and conditions meeting these aims become the screening criteria. Even so, until now, the route to reach a goal was left to the discretion of universities. This is because it was believed that selecting the types of students and types of education for implementation should be decided by universities while they refer to their missions.

However, it seems like such freedom is not permitted in the case of this cultivation of global human resources as a national goal. As the project progresses smoothly in the future, extremely standardized resources shall be cultivated.

How are universities taking this? ‘Overview of the Plan (All Universities)’ of forty universities selected in FY 2012 is selected to examine actions that universities took (Project for Promotion of Global Human Resource Development, 2012). In the overview, first, numerical descriptions about achieving goals related to foreign language ability⁷ are entered in a common format. These are as follows: (1) The number of students who acquire foreign language ability to the level of a targeted goal; (2) Among them, the number of students who have no experience studying abroad in overseas universities (A); (3) The number of students

Table 4 Expected rate of global human resource goal achievement (number of universities)

Expected rate of achieving goals	Foreign language standard	Study abroad experience
More than 50 %	4	11
More than 40%–Less than 50%	4	2
More than 30%–Less than 40%	6	3
More than 20% - Less than 30%	11	7
More than 10%–Less than 20%	8	16
Less than 10%	7	1
Total	40	40

Source: Project for Promotion of Global Human Resource Development 2012

Note: Calculated based on the value of 2016, which is the final year of the project

who have experience studying abroad in overseas universities and acquiring credits (B); (4) The ratio of A+B out of the total number of students in the programme. Following what the Industry-Academia Partnership for Human Resource Development points out, the goals are improvement of foreign language ability and studying abroad.

Table 4 shows the expected ratio of achieving the targeted goal of foreign language ability ('foreign language standard') and the expected ratio of students studying overseas while setting the number of students of the programme operation organization⁸ as the denominator. Many set up the attainment ratio of foreign language standard to 20 to 30 per cent, and the ratio for study abroad is divided into two with over half (eleven universities) and approximately 10 to 20 per cent (sixteen universities). In either case, the targeted value is surprisingly low. This is because the subject is not all the students who belong to the programme operation organization, but only those selected or those requested. Additionally, the majority of the length of study abroad is less than three months. Although this is a project targeted at few students of some universities, will this bring about expected global human resources?

A numerical target of foreign language ability and the number of students studying abroad can also be given as well as assessed easily. However, the other ability of orientation and intercultural understanding such as independence and being positive are difficult to measure and assess objectively. Therefore, the assessment may be converged into the measurement of foreign language ability and the ratio of students studying abroad.

Another issue is that despite the fact that this project aims at the formation of centres among universities, very few students benefit from this. It is a question whether centres that would spread the promotion of this project and its results to other universities could be formed.

The Keywords Are International, Communication, and Global: Trends of Newly Established Faculties and Departments

Universities that put up global human resource development as a part of their reform tended to increase after the year 2000. International, communication, and global are the keywords of recent names of faculties and departments like English and Communication rather than English Literature, International Business instead of Business, and universities put Global in the faculty/department names.

Table 5 summarizes this trend. After 2000, in one year, as many as thirty universities newly established or restructured faculties using the keyword(s). Examining the names of faculties and departments, ‘International’ occupies the main position, ‘Communication’ joins in by the mid-2000s, and ‘Global’ appears recently. In every case, they put up English education for practical use, that is, being able to speak English as a mission. Most of the universities are private – that is, not on a large scale or traditional – like the universities selected in the aforementioned Global Human Resource Development Promotion Project, but they include relatively small-scale universities, widely distributed from Hokkaido to Okinawa.

The number of faculties and departments including ‘global’ ones continued to increase even after the 2000s, and Graduate School of Global Studies, Doshisha University in 2010, Faculty of Global Communication, Doshisha University in 2011, Faculty of Global and Regional Studies, Doshisha University were established in 2013. Faculty of Global Business, Osaka International University and Faculty of Global Studies, Sophia University were estab-

Table 5 Newly established faculties and departments aiming at the cultivation of global human resources after year 2000

Academic year	Number of universities	Private	Study abroad requirement	Courses conducted in English	Faculty/Department Name ⁹		
					International	Communication	Global
2000	12	12	1	1	11	1	0
2001	14	13	0	1	10	4	0
2002	12	12	3	1	9	2	0
2003	4	3	0	0	4	3	0
2004	20	15	4	4	15	7	2
2005	16	11	3	3	12	4	0
2006	22	21	4	2	13	5	2
2007	17	16	1	3	11	2	2
2008	29	24	3	3	14	3	2
2009	20	18	3	2	10	2	0
2010	13	13	2	2	8	4	1
2011	9	8	4	3	4	3	2

Source: Calculated from Morozumi (2011)

lished in 2014. For the names of departments, Department of Global and Media Studies, Faculty of Global and Media Studies, Kinjyo Gakuin University in 2012, and Department of Global Transportation Sciences, Faculty of Maritime Sciences, Kobe University, and Department of Global Studies, Faculty of Humanities, Sendai Shirayuri Women's University in 2013 were established⁹.

Large-scale traditional universities, both public and private, feature prominently in the Japanese university ranking structure, and they receive governmental financial support. Small-scale private universities situated in the middle or lower keep an eye on the market of high school students and the labour market. Study abroad and English education for practical use have become fashionable in Japanese universities in the 2010s.

Discussion: What Are the Roles of Universities?

Global human resource development is promoted as a pressing national issue. How arguments of these four actors are based on local perspectives is examined individually.

The first actor, industry, changed a local issue that was about cultivating global human resources within businesses into issues of Japanese society. Globalizing Japanese businesses and the logic that Japanese people could achieve it are both based on locality.

The second actor is the government. For the government, which was involved in higher education policy, internationalization has been an issue since 1980, and it has focused mainly on inviting exchange students. When global human resources appeared, however, the target changed to Japanese people, and highly local arguments appeared pointing out that the national budget should be used for the Japanese¹⁰.

The third actor, universities, could not ignore policy guides and survival strategies and were tossed up and down by global human resource development. Universities were given a global position as a place of knowledge that was not restricted by national borders. However, tackling impending local issues is now being valued more.

The fourth actor, newspapers (any newspaper), increased the frequency of special issues about universities, and consequently played the role of asking a question to the society about the truth of universities. Discussions urge universities to reform by arguing a local problem of global human resource development and the problem of globalization on the same level. This is treating universities as analogous to corporations, and the subject of such an analogy is local Japanese businesses.

Regarding the issues of global human resource development tackled at all levels of society, each actor developed arguments based on unique local perspectives in terms of space and time. Globalization issues existing behind the issues of global human resource development are being minimized. Global human resources are, after all, people with study-abroad experience and who can speak English, and this is not any different from a situation when people were discussing internationalization and aiming to catch up with Europe and America. This is based on a local argument that Japan has an inferiority complex regarding Europe and America.

What is lacking in these discussions is the ability to capture Japan from a relative point of view, and related to that is the viewpoint of resisting instead of tackling globalization. Hence, the following seems necessary: to ascertain Japan's position and to consider the role

Japan should play in the world rather than for Japanese companies to stand superior in competition, and, instead of global human resource development to tackle globalization, to cultivate human beings who can think about globalization issues, including resisting them.

A rapidly dwindling birth-rate and an aging society, continuous expansion of the national debt, employment instability among youths amid a decreasing birth-rate are common issues of developed countries, and Japan is at the forefront among them. Moreover, global issues that cannot be resolved solely by one nation – such as environment, resources and energy, and conflicts – are precisely the issues that need to be tackled with global collaboration.

How will the next generation confront these global issues? The role of universities that take on the cultivation of the next generation is big. Global human resources are cultivated by providing students with the knowledge to think about such global issues, and by cultivating the ability to solve them. What is necessary is not a catching-up type of global human resources, but the strong will to cultivate human resources that would lead the world. What is necessary is consideration that would allow students to expand such perspectives by studying abroad, and English language education that allows students to discuss global issues with students from different countries.

Although youths are blamed for being inward-oriented, one should realize that it is adults themselves that should be blamed for being inward-oriented. Universities should thoroughly look into the roles that only the universities can achieve. Hence, we need the attitudes to consider the age we are in now, and think about choices we have for our actions. Twenty years or so are required for youths who received university education to form the middle layer of society. It is necessary to recognize again that universities are neither a quick remedy nor a panacea.

Notes

- 1 Besides the Nikkei, “global human resources” were used as a keyword to conduct searches in the Asahi Shimbun’s Kikuzo II Visual, the Mainichi Newspapers’ Maisaku, and the Yomiuri Shimbun’s Yomidasu Rekishikan. As a result, the number of cases suddenly increased from either 2010 or 2011, and a similar trend as in the Nikkei was observed. Among the results, because of features of the newspaper and the number of articles and its contents being richer than other newspapers, the Nikkei was used for this paper.
- 2 Global human resources expected based on the Global Human Resource Development Committee used to be graduates of science graduate schools. In the report, however, the subject is broadened mainly to undergraduate programmes. This is because MEXT’s projects related to internationalization used to be targeted mainly toward undergraduate programmes. By treating the undergraduate programmes as the main one, the number of universities and the amount of necessary budget increased, and it is certain that the projects of MEXT using competitive funding expanded.
- 3 The “Promotion of exchange with international students at the university, etc.” includes accepting students from around the world to study in Japan as well as sending Japanese students to study abroad. Examining the amount of budget allotted, it could be said that it is a project for accepting students from overseas. However, the amount of the budget allotted to this project in accepting students from overseas and its ratio tends to decrease: 31,900 million yen (93.2%) in FY 2011, 30,600 million yen (89.5%) in FY 2012, 29,400 million yen (87.8%) in FY 2013, and 25,000 million yen (70.4%) in FY 2014. This can also be understood as a reflection of localism.
- 4 The “Project for Promotion of Global Human Resource Development” was reorganised into the “Top Global University Project” from FY 2014, and a bigger amount of budget was allotted.
- 5 Competitive funding related to higher education gradually became a core-formation type, and invited the concentration of the budget to large-scale and traditional universities where core-forma-

tion was possible. Although a policy promoting the function differentiation of universities admits various functions of universities, when it comes to core-formation of a national project, large-scale and traditional universities become advantageous regardless of intentions.

- 6 These documents are available on the website of the Japan Society for the Promotion of Science, which was in charge of the office work (<http://www.jsps.go.jp/j-gjinzai/download.html>).
- 7 Foreign languages are not limited to English, but there are only about ten universities that make Chinese, Korean and European languages other than English compulsory. Moreover, those are departments related to those languages.
- 8 In this project, there are University-wide type where the university works as a whole, and Faculty/school-specific type where the faculty or school works on the project. A total of 11 universities and 29 faculties/schools are selected respectively. The expected rate is calculated using a student quota of the whole university in the former case, and a student quota of faculty/school applies for the project in the latter case.
- 9 The original paper was published in 2014. More faculty and departments including 'global' ones have established since then.
- 10 Discussions related to abolishing Global 30, leaving overseas students out from the subject for study abroad systems, and what was mentioned in note number three are equivalent to this.

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